

OF

ED 076 177



DOCUMENT RESUME

ED 076 177

JC 730 100

TITLE A Look at Some Goals for Long Beach City College: Results of the Statewide Institutional Goals Inventory Survey, Spring 1972.

INSTITUTION Long Beach City Coll., Calif.

PUB DATE Apr 73

NOTE 33p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *College Role; *Community Colleges; *Educational Objectives; Educational Research; Post Secondary Education; Rating Scales; *State Surveys; *Statistical Data; Tables (Data)

IDENTIFIERS California; *Long Beach City College

ABSTRACT

Using the Institutional Goals Inventory (IGI) Form 1, data collected in a survey of goals of Long Beach City College are provided in tables and illustrated by figures. A total of 335 completed IGI forms were obtained from the following populations of the college: 83 faculty members, 95 day students, and 65 evening students; in addition, forms were obtained from 72 members from the community at large. Using a five-point importance scale, ranging from "no importance" to "extremely high importance," respondents rated each of the 90 goal-oriented statements of the IGI as to (1) how important the goal currently "is" on campus, and (2) how important it "should be." Comparing the "is" and "should be" response patterns for the sample population as a whole, the highest importance choice in both rating patterns was the goal area "Vocational Preparation"; the goal area "Traditional Religiousness" was considered least important. An appendix provides the 90 IGI statements. (DB)

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LONG BEACH COMMUNITY COLLEGE DISTRICT
Long Beach City College

A LOOK AT SOME GOALS FOR LONG BEACH CITY COLLEGE:
RESULTS OF THE STATEWIDE INSTITUTIONAL GOALS INVENTORY SURVEY
SPRING 1972

Distribution Authorized:
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Executive Vice President

Research Office
April 1973

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 25 1973

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A LOOK AT SOME GOALS FOR LONG BEACH CITY COLLEGE:
RESULTS OF THE STATEWIDE INSTITUTIONAL GOALS INVENTORY SURVEY
SPRING 1972

Background. Charged with the responsibility of reviewing all phases of higher education within the state, including the 1960 Master Plan, the Joint Committee on the Master Plan for Higher Education asked each community college, state college, and state university to join in a survey of goals during the spring semester, 1972. This project, hopefully, would reveal the goals people desire their educational institutions to pursue. The objectives of the survey, according to the committee, were two fold:

- . "to assemble information which the committee could use in its deliberations about California higher education policy, and
- . to provide information to each of the colleges in the state for their own self-study purposes."

An inquiry form, recently developed at Educational Testing Service (ETS), Institutional Goals Inventory, Form 1 (IGI), was selected to implement the objectives of the project. IGI Form 1 contains, in addition to background questions about the respondent, ninety goal oriented statements. Using a five-point importance scale ranging from no importance (1) to extremely high importance (5), respondents are asked to rate each statement in two different ways:

- . The respondent first indicates his perception of how important the goal currently is on the campus,
- . secondly, his opinion about how important it should be.

Of the ninety IGI statements, eighty are related to twenty "goal areas," four per area. Each of the remaining ten statements reflects a miscellaneous goal, judged by ETS to be sufficiently important to warrant only one item. The twenty "goal areas" are divided into two categories. "The first set of goal areas," according to ETS, "are conceived as 'output,' substantive objectives colleges may be seeking to achieve (qualities of graduating students, kinds of public service, etc.). Goals in the second general category are referred to as 'process goals,' which are conceived as internal campus objectives--relating, for the most part, to the educational process and campus climate--which may facilitate achievement of the output goals." In condensed-label form, the twenty "goal areas," and the miscellaneous goals are outlined in Table A of this report (page 3).

Statewide, 68 community colleges returned nearly 15,000 completed IGI Form 1 questionnaires to ETS for processing. From this input, means and standard deviations were calculated for each of the ninety statements, and for each goal area, by sample populations and the total group. Data were given for the "Is" ratings, the "Should be" ratings, and for

the "Discrepancy" between these two ratings. These statistics were calculated for the respondents of each college, as well as the combined total of 68 community colleges participating in the project. Our objective in this report is to present these data in light of the college's (LBCC) participation in this project.

Procedure. On receipt of 405 copies of IGI Form 1 from Educational Testing Service, the inquiry forms were distributed at LBCC according to a pre-arranged plan developed by the college information officer, Mr. Fred Schmidt. His procedure followed the suggested guidelines issued by ETS as closely as possible, and produced sample populations from the faculty, the day students, the evening students, and from members of the community. The sample populations were obtained as follows:

- . Faculty population (100)

Each of ten division chairmen were asked to distribute inventories to ten faculty members, within their respective divisions, in as random a manner as possible. (In the analysis of the data, the responses of one board member, who chose to participate in the survey, have been included in this group.)

- . Day Student Population (100)

Ten division chairmen were asked to obtain completed inventories from ten students, enrolled in day time departmental offerings, in as random a fashion as possible. To bolster the percentage of day student participation in the survey, it was necessary at the last moment to select one additional day class. A class from the Health Technologies Program was selected for this purpose.

- . Evening Student Population (100)

Administrative Deans of the evening program were asked to obtain a sample population of evening students by selecting at random classes under their jurisdiction. Completed inventories were obtained from the Liberal Arts Campus, Business and Technology Campus, and the three major extension campuses: Jordan, Lakewood and Millikan.

- . Community Population (100)

The citizens-at-large group includes 50 members from the college advisory committees, and 50 persons from the community at large, to be chosen at random by the college administrative staff.

Locally, a total of 335 completed IGI inquiry forms were returned to ETS for processing: 83 faculty members, 95 day students, 85 evening students, and 72 members from the community at large (Table 1). Table 2 of this report describes some of the characteristics of the LBCC sample populations.

Table A. Institutional Goal Areas and Miscellaneous Institutional Goals From the Institutional Goals Inventory (IGI)*

Institutional Goals	Statements Pertaining to Goals **			
<u>Output Goals</u>				
Academic Development (acquisition of knowledge, academic mastery, etc.)	1,	4,	6,	9
Intellectual Orientation (as an attitude, style, commitment to learning, etc.)	2,	5,	7,	10
Individual Personal Development (cf one's unique human potential, etc.)	3,	8,	11,	13
Humanism/Altruism (idealism, social concern, etc.)	14,	17,	20,	23
Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts, etc.)	15,	18,	21,	24
Traditional Religiousness	16,	19,	22,	25
Vocational Preparation	26,	30,	36,	38
Advanced Training (graduate, professional)	27,	31,	32,	41
Research	28,	34,	35,	37
Meeting Local Needs (community public service, etc.)	29,	33,	39,	40
Public Service (to regional, state, national, international agencies)	44,	47,	50,	51
Social Egalitarianism (meeting educ. needs of people throughout the social system)	42,	45,	48,	52
Social Criticism/Activism (toward change in American life)	43,	46,	49,	53
<u>Process Goals***</u>				
Freedom (academic, personal)	54,	57,	60,	63
Democratic Governance (emphasizing structural factors)	55,	58,	61,	64
Community (emphasizing attitudinal factors--morale, spirit, ethos)	56,	59,	62,	65
Intellectual/Aesthetic Environment (intellectual stimulation, excitement, etc.)	66,	69,	73,	76
Innovation	67,	70,	74,	77
Off-campus learning	68,	72,	75,	78
Accountability/Efficiency	79,	81,	83,	87
<u>Miscellaneous Goals</u>				
Basic Skills Competence				12
Institutional Autonomy				71
Academic Recognition				80
Extra-Curricular Activities				82
Organized Institutional Planning				84
Institutional Planning (Community involvement)				85
Intercollegiate Athletics				86
Evaluational Attitude				88
Communication				89
Institutional Goals Consensus				90

*Published and distributed by the Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey, 1972.

**The ninety goal statements of the IGI are included as Appendix A.

***Internal college goals intended to assist in accomplishing the "output" goals.

Findings. Data generated from the college's participation in this statewide survey have been summarized and illustrated for this report in a series of appended tables and figures. The following observations are based on these data:

Twenty IGI Goal Areas.

- . Although the sample LBCC populations cannot be described as "scientifically" selected, there is convincing evidence that this population as a whole responded with opinions strikingly similar to the opinions of the statewide sample. When the ranked "Should be" ratings of the LBCC population are compared to the ranked "Should be" ratings of the statewide population, through the medium of a Spearman Rank-Difference correlation, the correlation of the two ranked ratings is calculated to be .96 (1.00 indicates a perfect correlation.) The calculated correlation is statistically significant at the .001 level. That is to say, this correlation of ranked ratings was likely to occur by chance less than one time in a thousand. A similar statistic (.97) was calculated for the ten miscellaneous IGI goals. (Tables 1, 7 Figure 2).
- . Based upon the respondents' ratings of how important a goal area currently "Is" on campus, it appears that the present educational offerings of the college are meeting the IGI goal areas at approximately the same level, and order of importance, as indicated by the "typical" California Community College. A comparison of rank-order "Is" goal area ratings for each population (LBCC -68 Colleges) using a Spearman-Rank Order Correlation, yields a correlation of .98 ($p < .001$). (Tables 3 and 7, Figure 1)
- . The LBCC sample population as a whole, and the statewide sample are in complete agreement on the IGI goal areas that "Should be" most important on campus (Table 3, Figure 2). In rank order, the five goal areas that "Should be" of greatest import are:
 1. "Vocational Preparation"
 2. "Individual-Personal Development"
 3. "Community"
 4. "Intellectual Orientation"
 5. "Meeting Local Needs".

There is complete agreement on four least important "Should be" goal areas, also (Table 3, Figure 2):

17. "Off Campus Learning"
18. "Advanced Training"
19. "Research"
20. "Traditional Religiousness".

- The LBCC sample population and the statewide sample also concur on the IGI goal areas in which a large discrepancy appears between "Should be" and "Is" ratings (Table 3). The five goal areas with a large discrepancy are:

- a. "Individual-Personal Development"
- b. "Intellectual Orientation"
- c. "Vocational Preparation"
- d. "Humanism/Altruism"
- e. "Community".

Among the goal areas with a small discrepancy are:

- a. "Traditional Religiousness"
- b. "Research"
- c. "Cultural/Aesthetic Awareness"
- d. "Academic Development".

- Comparing the "Is" and "Should be" response patterns (Table 3) for the LBCC sample population as a whole, the respondents' highest importance choice in both rating patterns is the goal area labeled "Vocational Preparation." Similarly, the goal area entitled "Traditional Religiousness" is considered least important. In between the two extreme rank-positions some disagreement did occur, for example, in the ranking of "Individual-Personal Development," "Freedom," and "Accountability/Efficiency." In general, however, there is considerably more agreement than discrepancy in the ranked opinion ratings. Calculation of a Spearman Rank-Difference Correlation yielded a statistically significant correlation of .84 ($p < .001$). (Tables 3, 8)
- Sub-populations of the LBCC sample, i.e., faculty, students, community, unanimously agree that the "Is" goal area currently of least importance is "Traditional Religiousness." On the other hand, consensus was not achieved on the most important "Is" goal area, although, "Vocational Preparation" is ranked either first or second by each group. Between "Is" ratings of extreme importance and of little importance, however, there is considerable agreement in the ranked importance of the IGI goal areas. Spearman Rank-Difference Correlations for the "Is" ratings of the various populations were calculated, and found to range from a low of .87 to a high of .94, with each correlation being statistically significant ($p < .001$). (Table 4, Figure 4)
- Comparing ranked "Should be" ratings of the LBCC sub-populations, each group ranks "Vocational Preparation" as the goal area that "Should be" most important, while "Individual-Personal Development" is ranked either second or third in each instance. Although the

opinions of each group naturally vary somewhat, rank-difference correlations calculated for the "Should be" opinion rankings suggest the faculty, the students, and the community have strikingly similar views about the goals the college "Should be" pursuing. Correlations ranged from a low of .83 to a high of .94; each is statistically significant at the .001 level. (Table 5, Figure 5)

Ten Miscellaneous IGI Goals:

- . The LBCC sample population as a whole, and the statewide sample unanimously agree on the miscellaneous IGI goals that "Should be" most important on campus (Table 9). In rank order, the three miscellaneous goals that "Should be" of greatest import are:

1. Basic Skills Competence
2. Organized Institutional Planning
3. Academic Recognition

There is also unanimous accord on the miscellaneous goals they perceive "Should be" least important (Table 9). In rank order, these goals are:

9. Institutional Autonomy
10. Intercollegiate Athletics.

- . Faculty, students, and citizens included in the LBCC sample populations agree on four miscellaneous goals perceived to be important on campus at the present time. Although, they agree on these four "Is" goals, they do not place them in identical rank order (Table 10). These four goals are:

- a. Basic Skills Competence
- b. Academic Recognition
- c. Intercollegiate Athletics
- d. Extra Curricular Activities.

- . A comparison of ranked "Should be" ratings from the faculty, the students, and the community, shows each group ranks Basic Skills Competence as the miscellaneous goal that "Should be" most important. They also agree that "Organized Institutional Planning," and "Academic Recognition" are two other goals that "Should be" of great import. However, they are not in accord on the rank order of these two miscellaneous goals. (Table 11)
- . Faculty, evening students, and citizens from the community at large, who were part of the LBCC sample populations, agree that excellence in "Intercollegiate Athletics" "Should be" the least important of the ten IGI miscellaneous goals. Day students place this goal in a tie for eighth position. (Table 11)

- . "Intercollegiate Athletics" is the only IGI goal, among the twenty goal areas and ten miscellaneous goals, that received importance ratings which produced a negative discrepancy between the "Is" and the "Should be" mean for each sub-population of the LBCC sample. In other words, within the limitations of the Institutional Goals Inventory, the faculty, students and community seem to imply, that this goal "Should be" less important than it currently is perceived to be. (Table 12)

* ————— *

SOME COMMENTS AND OBSERVATIONS

Cautions and Limitations. This Research Office report attempts to summarize the data generated by Long Beach City College's participation in a statewide survey conducted a year ago. At the risk of minimizing any values from this study, some limitations, nevertheless, should be mentioned. As noted earlier, sixty-eight of California's Community Colleges participated in this statewide survey. A project of this magnitude is an ambitious endeavor, which often necessitates some compromise in sampling techniques. Such was the case in this study. The data-gathering instrument itself--the Institutional Goals Inventory developed by Educational Testing Service--was the source of some concern among community college researchers. The inventory's length, its vocabulary, the inclusion of concepts which might not be understood by the layman, and a perceived orientation towards the four-year college, rather than the community college, were reasons for this concern. Nevertheless, visible, informative patterns do emerge from this project.

As a word of caution, it should be emphasized that the twenty IGI "goal areas" and ten miscellaneous goals referred to throughout this report, which are outlined in Table A, are only brief identifying labels. One should not infer that these descriptors imply a sweeping inclusion of all aspects of the goal area. Readers should keep this, as well as the limitations noted in the foregoing paragraph in mind as they interpret the findings of this study. For a more meaningful understanding of the respondents' answers to IGI Form I, the informed reader should view these data in light of the original goal-oriented statements. Statement numbers for each of the "goal areas", and the ten miscellaneous statements which form the miscellaneous goals, are noted in Table A. Appendix A contains a sequential arrangement of each inventory goal statement in its entirety.

Some Conclusions. Although neither the LBCC sample population, nor the statewide sample, can be described as true random-sample populations, it does not appear inappropriate to consider carefully the opinions

of these people who it would seem--considering the length of the inquiry form each completed--have a high level of interest in their community colleges. Demographic data collected for the LBCC sample population, although limited, are not completely inconsistent with similar data identified in other local studies. Characteristics of age, ethnic heritage and percentages of men and women were not completely dissimilar from previous studies. That the "Is" and "Should be" opinions of the LBCC sample population are remarkably similar to the statewide sample has already been noted. These factors, we believe, tend to provide some measure of validity to the findings and inferences resulting from this study.

As measured by the Institutional Goals Inventory in this statewide survey, the opinion of faculty, students, and citizens of the community when considered wholly, seems to affirm the accepted functions of the community college as they have evolved through the years: transfer, vocational, general, remedial, continuing and adult education. Specifically, they perceive the desired goals of Long Beach City College as those pursued within a climate of mutual trust and respect among students, faculty, and administrators, and directed towards:

- . assisting students to choose a suitable occupation and to provide opportunities for training and/or retraining in specific occupations;
- . assisting students to identify and develop techniques of achieving personal goals, and to develop a feeling of self worth and self confidence;
- . training students in methods of scholarly inquiry, problem-solving techniques, and self-directed learning, and instilling a lifelong commitment to education;
- . assisting students who graduate to achieve a defined level of competence in basic academic skills--reading, writing, and mathematics;
- . providing opportunities for continuing education for adults and serving as a cultural center in the community;
- . maintaining a reputable standing in relation to other community colleges.

A comparison of goals the local population believes the college is actually pursuing, with the desired goals listed above, reveals definite similarities, which suggest that we may not be too far from achieving these desired goals. Hopefully, the data and observations emerging from the Institutional Goals Survey will stimulate discussion between interested faculty, students, citizens of the community and administrators with responsibilities in this area.

Appreciation. We are indebted for the assistance of Drs. Jerry Garlock, Ben Gold, and Tom MacMillan each of whom is in charge of Institutional research at their respective college: El Camino, Los Angeles City and Santa Barbara City. Copies of their reports on the Institutional Goals Survey, provided invaluable assistance in our efforts to summarize the LBCC IGI Form 1 data. Many of the techniques, procedures and ideas used in this report were first noted in the reports of these community college researchers.

Locally, we wish to acknowledge the efforts of Mr. Fred Schmidt, whose office was solely responsible for organizing and supervising the distribution, collection and submission of the data-gathering instrument. We also wish to express appreciation for the efforts of the administrators and division chairmen who found time in their busy schedules to distribute IGI Form I to citizens in the community, faculty or students, and collect and return these inquiry forms to Mr. Schmidt's office. But our greatest feeling of gratitude is extended to each faculty member, student and interested member of the community who found the time to indicate their honest opinions to the ninety goal-oriented statements on the Institutional Goals Inventory. In this office, Mrs. Susanna Clark deserves the credit for the tedious job of typing the many tables and text of this report.

Distribution. In addition to local distribution to the district and college administrative staff, department heads and interested faculty, copies of this report will be distributed as follows: California Junior College Association, Research and Development Conference, Asilomar Conference Center, May 1973; and, Clearing House for Junior College Research, ERIC, University of California at Los Angeles for possible inclusion in their files.

We have a small number of additional copies of this report. Within the limits of our supply, we will be happy to distribute these to interested persons who request copies.

George Becker
Research Office

Table 1. Distribution and Return of Institutional Goals Inventory Materials to Long Beach City College Sample Population, Spring 1972.

Sub-population	Sample Size (N)	Completed IGI (N)	(%)
Faculty	105*	83*	79%
Students:			
Day	100	95	95
Evening	100	85	85
Community	100	72	72
Total	405	335	83%

*Includes inquiry forms sent to Board of Education members.

* * * * *

Table 2. Some Characteristics of the Sample LBCC Population Responding to the Institutional Goals Inventory, Spring 1972.

(Note: Figures in parentheses represent the number responding.)

Characteristic	Faculty (N=83)	Day Students (N=95)	Evening Students (N=85)	Community (N=72)	Total (N=335)
Age:	(80)	(93)	(75)	(65)	(313)
Under 20	0%	37%	7%	1%	13%
20-29	6	47	36	19	28
30-39	17	6	24	15	15
40-49	36	5	6	29	19
50-59	32	2	9	17	14
60 or over	4	0	6	8	4
Sex:	(72)	(82)	(63)	(71)	(288)
Male	49%	34%	36%	44%	40%
Female	38	53	38	54	46
Ethnic Heritage:	(72)	(81)	(61)	(70)	(284)
Caucasian	84%	80%	62%	88%	78%
Black/Negro	0	0	4	6	2
Chicano/Mex. Amer.	0	0	2	1	1
American Indian	0	1	0	0	0
Oriental	1	1	2	3	2
Other	1	3	1	0	1

Table 2. (cont'd) Some Characteristics of the Sample LBCC Population

Characteristics	Faculty (N=83)	Day Students (N=95)	Evening Students (N=85)	Community (N=72)	Total (N=335)
<u>Approximate Family Income:</u>		(77)	(60)	(69)	
Less than \$6,000	N/A	13%	7%	6%	N/A
\$6,000 to \$11,999	"	17	24	14	"
\$12,000 to \$17,999	"	31	26	32	"
\$18,000 to \$23,999	"	9	6	19	"
\$24,000 to \$29,999	"	5	5	7	"
\$30,000 or more	"	5	4	15	"
<u>Educational Level: *</u>	(70)	(76)	(61)	(69)	(276)
Some grade school or none	0%	0%	0%	1%	0%
Finished grade school	0	0	0	0	0
Some high school	0	0	2	3	1
Finished high school	1	4	9	13	7
Business or trade school	0	0	1	1	1
Some college	1	23	26	28	19
Four years college	0	31	11	21	16
Some graduate school	18	3	7	10	9
Graduate or Profess. Deg.	64	21	15	19	30
<u>Major Field (teaching or study):</u>	(78)	(85)	(69)	(N/A)	(N/A)
Biological Sciences	9%	16%	2%	"	"
Physical Sciences	7	2	4	"	"
Mathematics	2	1	2	"	"
Social Sciences	2	2	9	"	"
Humanities	17	1	5	"	"
Fine Arts, Perf. Arts	16	16	12	"	"
Education	5	11	9	"	"
Business	13	15	25	"	"
Engineering	1	3	8	"	"
Other	21	23	5	"	"
<u>Occupation (Community Only):</u>	(N/A)	(N/A)	(N/A)	(60)	(N/A)
Homemaker				24%	
Semi-skilled worker				0	
Service worker				3	
Skilled technician				13	
Sales or office worker				7	
Small business owner				14	
Large business owner or executive				1	
Educator or Acad. professional				7	
Other professional req. B.A. Deg.				6	
Professional req. Advanced degree				8	
Percentage of sample population	25%	28%	25%	22%	100.0%

*Students were asked to indicate the highest level they were planning to achieve.

Table 3. Comparative Rankings of the IGI Goal Areas: LBCC Sample Population and Statewide Sample.

A. Ranked position
B. Mean rating magnitude

Institutional Goal Area	LBCC (N=335)				68 Colleges (N=14,935)			
	"Is"		"Should Be"		"Is"		"Should Be"	
	A	B	A	B	A	B	A	B
Vocational Preparation	1	3.34	1	4.36	2	3.12	1	4.21
Academic Development	2	3.29	7	3.73	1	3.18	8	3.71
Meeting Local Needs	3	3.16	5	3.78	5	3.01	5	3.80
Community	4	3.12	3	4.05	4	3.02	3	4.08
Social Egalitarianism	5	3.11	6	3.74	7	2.93	11	3.68
Freedom	6	3.08	13	3.46	3	3.03	12	3.64
Accountability/Efficiency	7	3.04	12	3.57	6	2.98	13	3.52
Democratic Governance	8	2.96	8	3.70	8	2.85	7	3.74
Intellectual Orientation	9	2.90	4	3.99	9	2.83	4	3.95
Individual-Personal Development	10	2.86	2	4.12	10	2.82	2	4.10
Intellectual/Aesthetic Environment	10	2.86	9	3.66	11	2.76	6	3.75
Innovation	12	2.79	10	3.64	11	2.76	8	3.71
Humanism/Altruism	13	2.73	10	3.64	13	2.68	10	3.69
Cultural/Aesthetic Awareness	13	2.73	15	3.15	14	2.66	16	3.22
Public Service	15	2.67	14	3.45	15	2.59	13	3.52
Social Criticism/Activism	16	2.50	16	3.12	16	2.46	15	3.24
Advanced Training	17	2.21	18	2.70	17	2.18	18	2.78
Research	18	2.20	19	2.66	17	2.18	19	2.73
Off Campus Learning	19	2.04	17	2.89	19	2.08	17	3.03
Traditional Religiousness	20	1.64	20	2.09	20	1.65	20	2.10

Table 4. Comparative Rankings of IGI Goal Area "Is" Rating Means: LBCC Sub-populations and Total.

A. Ranked position
B. Mean rating magnitude

Institutional Goal Area	Total		Faculty		Students				Community	
					Day		Evening			
	A	B	A	B	A	B	A	B	A	B
Vocational Preparation	1	3.34	1	3.64	2	3.21	3	3.12	1	3.42
Academic Development	2	3.29	4	3.27	1	3.26	1	3.28	2	3.37
Meeting Local Needs	3	3.16	2	3.46	6	2.99	7	2.95	3	3.29
Community	4	3.12	7	3.06	3	3.12	2	3.13	4	3.22
Social Egalitarianism	5	3.11	3	3.37	5	3.01	10	2.89	6	3.17
Freedom	6	3.08	6	3.07	4	3.11	4	2.99	7	3.16
Accountability/Efficiency	7	3.04	5	3.16	7	2.93	5	2.98	8	3.14
Democratic Governance	8	2.96	9	2.91	8	2.87	9	2.92	5	3.21
Intellectual Orientation	9	2.90	11	2.82	10	2.81	6	2.97	9	3.07
Individual Personal Development	10	2.86	7	3.06	15	2.51	8	2.94	11	2.99
Intellectual/Aesthetic Environment	10	2.86	10	2.86	9	2.84	14	2.74	10	3.04
Innovation	12	2.79	13	2.80	11	2.79	12	2.76	12	2.82
Humanism/Altruism	13	2.73	12	2.83	13	2.55	11	2.81	14	2.77
Cultural/Aesthetic Awareness	13	2.73	13	2.80	12	2.74	13	2.75	15	2.63
Public Service	15	2.67	15	2.68	14	2.53	15	2.72	13	2.80
Social Criticism/Activism	16	2.50	16	2.42	18	2.42	15	2.72	16	2.46
Advanced Training	17	2.21	19	1.56	17	2.43	17	2.70	17	2.09
Research	18	2.20	18	1.66	15	2.51	18	2.66	18	1.87
Off Campus Learning	19	2.04	17	1.83	19	2.19	19	2.32	19	1.76
Traditional Religiousness	20	1.64	20	1.44	20	1.68	20	1.89	20	1.52

Table 5. Comparative Rankings of IGI Goal Area "Should Be" Rating Means:
LBCC Sub-populations and Total

A. Ranked position
B. Mean rating magnitude

Institutional Goal Area	Total		Faculty		Students				Community	
	A	B	A	B	Day		Evening		A	B
Vocational Preparation	1	4.36	1	4.42	1	4.30	1	4.29	1	4.43
Individual-Personal Development	2	4.12	3	4.17	2	4.08	2	4.06	2	4.18
Community	3	4.05	2	4.24	3	4.03	4	3.93	4	4.00
Intellectual Orientation	4	3.99	5	3.95	4	3.95	3	4.02	3	4.09
Meeting Local Needs	5	3.78	4	4.01	11	3.60	7	3.68	5	3.85
Social Egalitarianism	6	3.74	8	3.80	5	3.72	8	3.67	7	3.76
Academic Development	7	3.73	12	3.58	6	3.71	5	3.88	6	3.73
Democratic Governance	8	3.70	6	3.90	7	3.69	10	3.57	10	3.62
Intellectual/Aesthetic Environment	9	3.66	9	3.79	9	3.66	11	3.56	8	3.66
Humanism/Altruism	10	3.64	10	3.76	12	3.57	6	3.73	11	3.51
Innovation	10	3.64	7	3.81	8	3.67	12	3.54	12	3.50
Accountability/Efficiency	12	3.57	13	3.54	14	3.48	8	3.67	9	3.63
Freedom	13	3.46	11	3.60	9	3.66	15	3.32	14	3.16
Public Service	14	3.45	14	3.32	13	3.49	12	3.54	13	3.43
Cultural/Aesthetic Awareness	15	3.15	15	3.27	17	3.15	19	3.18	15	2.95
Social Criticism/Activism	16	3.12	16	3.05	15	3.25	16	3.27	16	2.83
Off Campus Learning	17	2.89	17	2.53	16	3.18	17	3.23	17	2.54
Advanced Training	18	2.70	20	1.70	19	3.11	14	3.39	18	2.46
Research	19	2.66	18	1.82	18	3.13	18	3.20	19	2.33
Traditional Religiousness	20	2.09	18	1.82	20	2.10	20	2.43	20	1.99

Table 6. Discrepancies* Between Mean "Is" and "Should Be" Ratings of IGI Goal Areas:
LBCC Sub-populations

Institutional Goal Area	Faculty	Students		Community
		Day	Evening	
Vocational Preparation	+0.78	+1.09	+1.17	+1.01
Academic Development	.31	.45	.60	.41
Meeting Local Needs	.55	.61	.73	.56
Community	1.18	.91	.80	.78
Social Egalitarianism	.43	.71	.78	.59
Freedom	.53	.55	.33	.00
Accountability/Efficiency	.38	.55	.69	.49
Democratic Governance	.99	.82	.65	.41
Intellectual Orientation	1.13	1.14	1.05	1.02
Individual-Personal Development	1.09	1.57	1.12	1.19
Intellectual/Aesthetic Environment	.93	.82	.82	.62
Innovation	1.01	.88	.78	.68
Humanism/Altruism	.93	1.02	.91	.74
Cultural/Aesthetic Awareness	.47	.41	.43	.32
Public Service	.64	.96	.82	.63
Social Criticism/Activism	.63	.83	.55	.37
Advanced Training	.14	.68	.69	.37
Research	.16	.62	.54	.46
Off Campus Learning	.70	.99	.91	.78
Traditional Religiousness	.38	.42	.54	.47

*"Should be" means minus "Is" means.

Table 7. Spearman Rank--Difference Correlations for "Is" Ratings and "Should Be" Ratings of the IGI Goal Areas: Selected Populations.

Comparison Groups	"Is"	"Should be"
<u>Long Beach City College Sub-populations:</u>		
Faculty- Day Students	.884*	.926*
Faculty- Evening Students	.869*	.830*
Faculty - Community	.933*	.930*
Day - Evening Students	.886*	.918*
Day Students - Community	.943*	.907*
Evening Students - Community	.903	.943*
LBCC - 68 Colleges	.977*	.961*

*p < .001

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Table 8. Spearman Rank-Difference Correlations of "Is" vs. "Should Be" Ratings of the IGI Goal Areas: Selected Populations

Population	(N)	"Is" vs. "Should Be"
LBCC Faculty	(83)	.751*
LBCC Students		
Day time	(95)	.695*
Evening	(85)	.776*
LBCC Community	(72)	.826*
LBCC Sample	(335)	.838*
68 Colleges	(14,935)	.727*

*p < .01

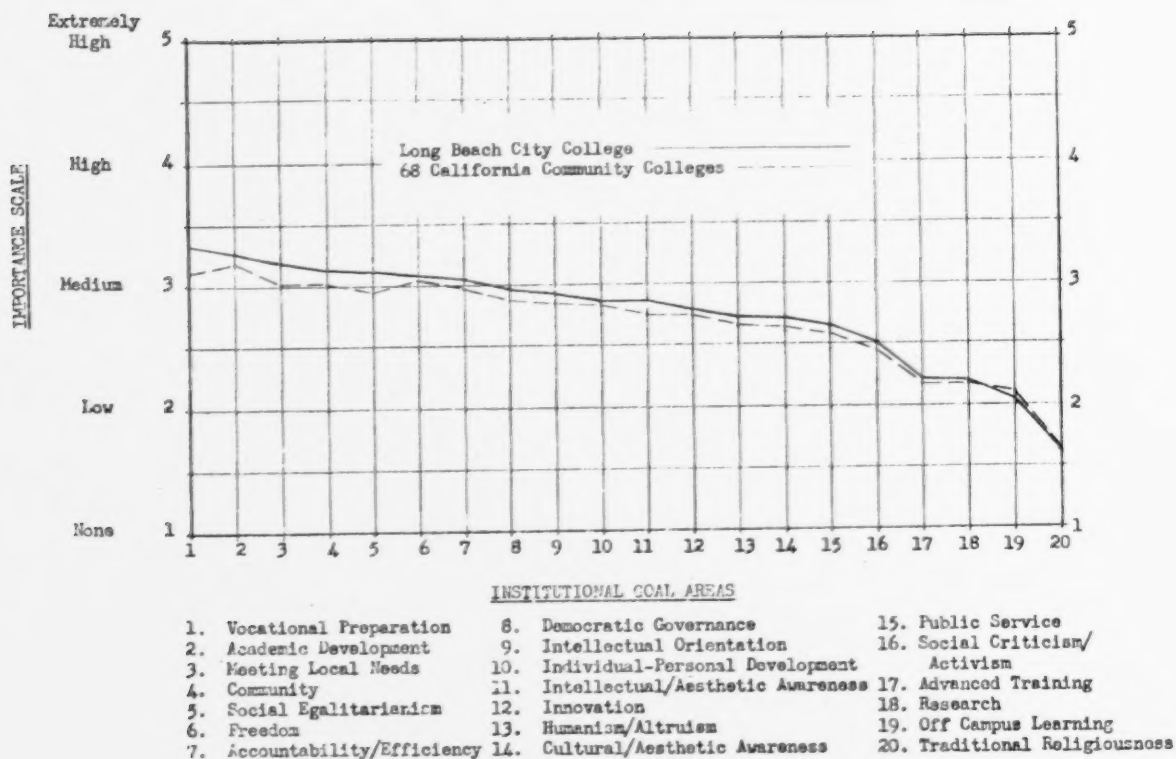


Figure 1. Comparison of IGI Goal Areas "Is" Rating Means: Long Beach City College and 68 California Community Colleges

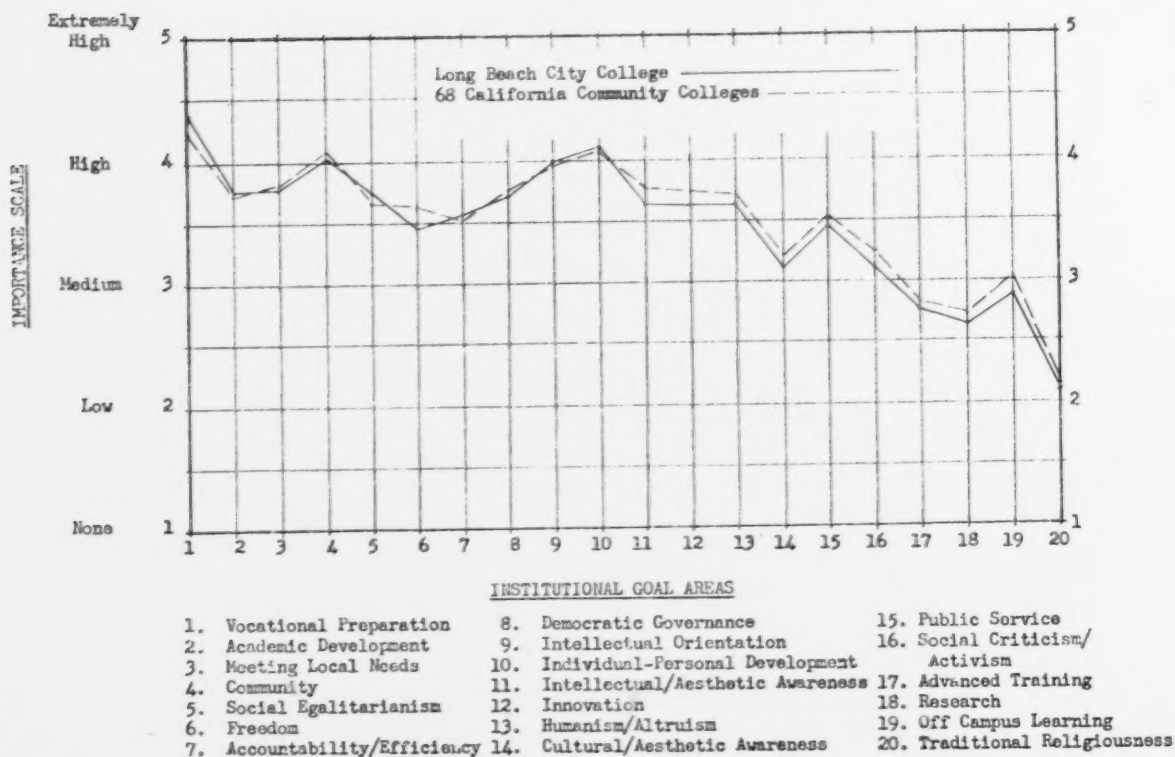


Figure 2. Comparison of IGI Goal Areas "Should be" Rating Means: Long Beach City College and 68 California Community Colleges.

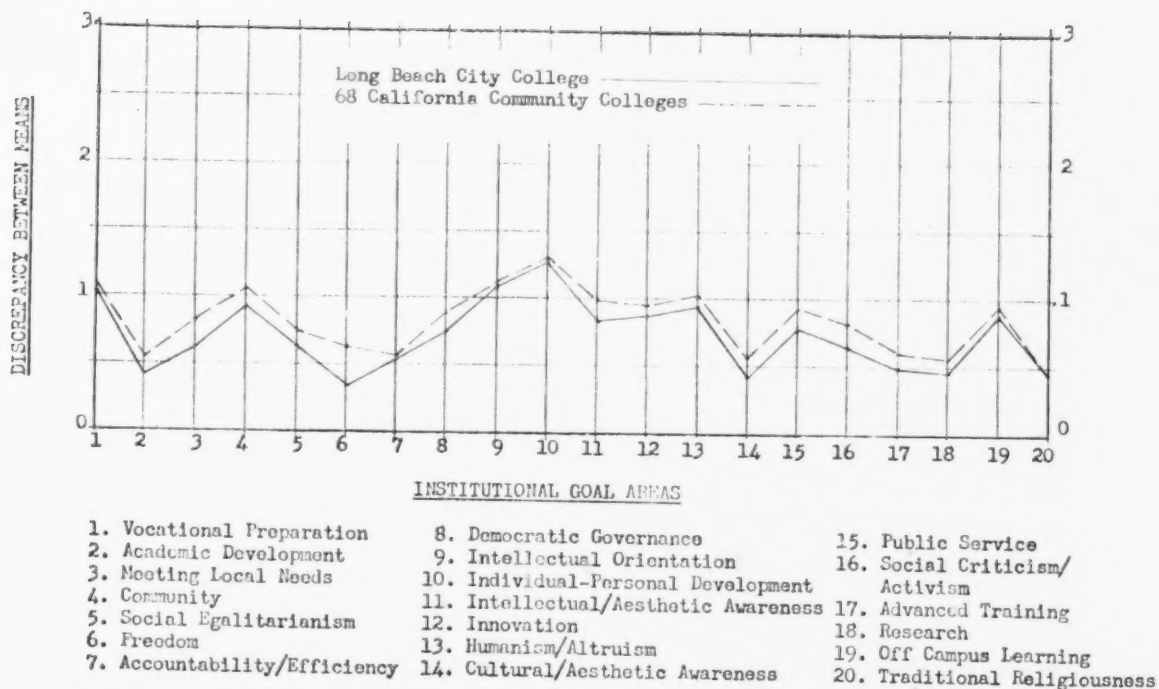


Figure 3. Comparison of the Discrepancy Between "Is" and "Should be" Means for the IGI Goal Areas: Long Beach City College and 68 California Community Colleges.

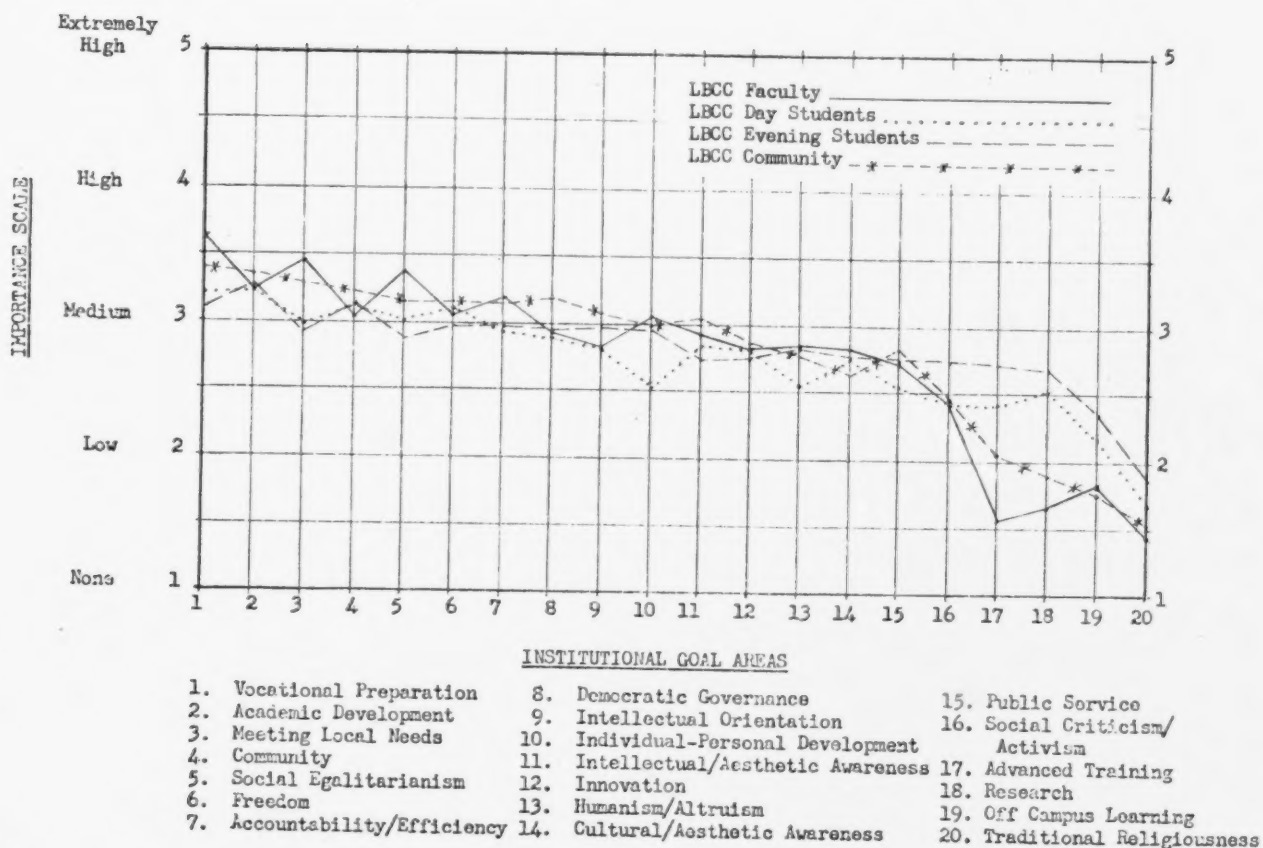


Figure 4. Comparison of IGI Goal Area "Is" Rating Means: Long Beach City College Sub-populations.

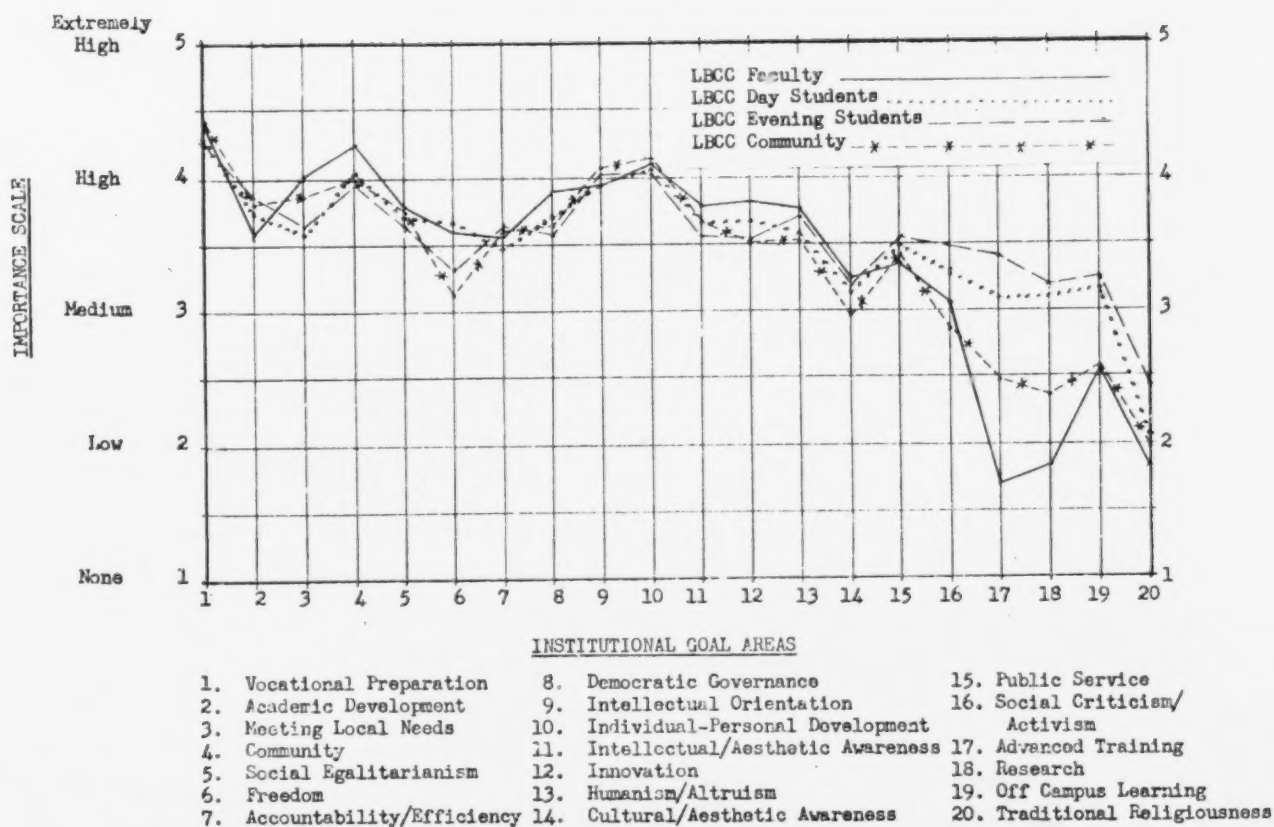


Figure 5. Comparison of IGI Goal Area "Should be" Rating Means: Long Beach City College Sub-populations.

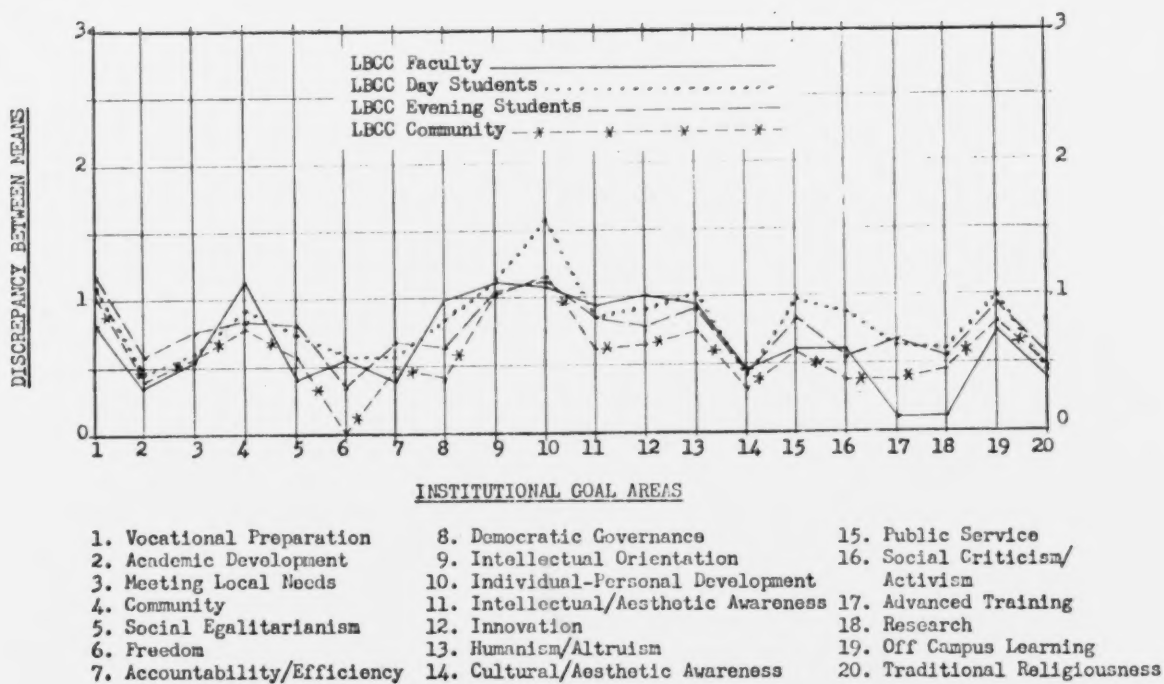


Figure 6. Comparison of the Discrepancy Between "Is" and "Should be" Means for the IGI Goal Areas: Long Beach City College Sub-populations.

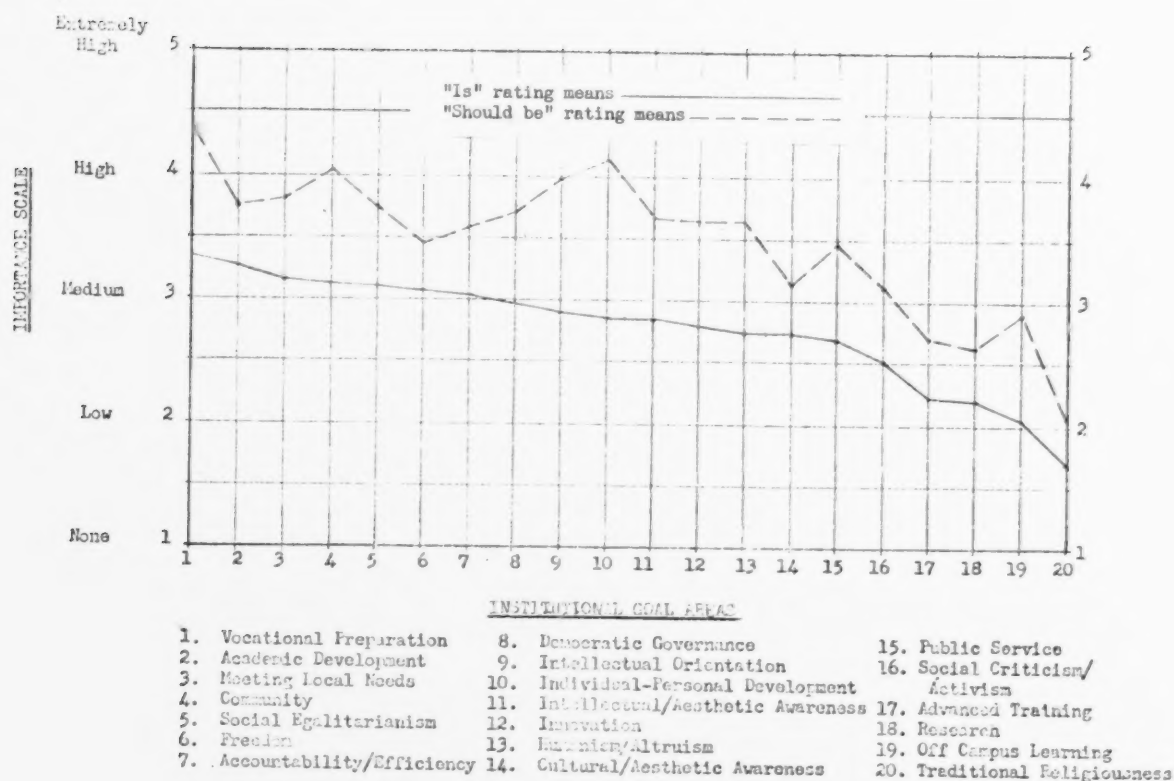


Figure 7. Comparison of IGI Goal Area "Is" vs. "Should Be" Rating Means:
LBCC Sample Population.

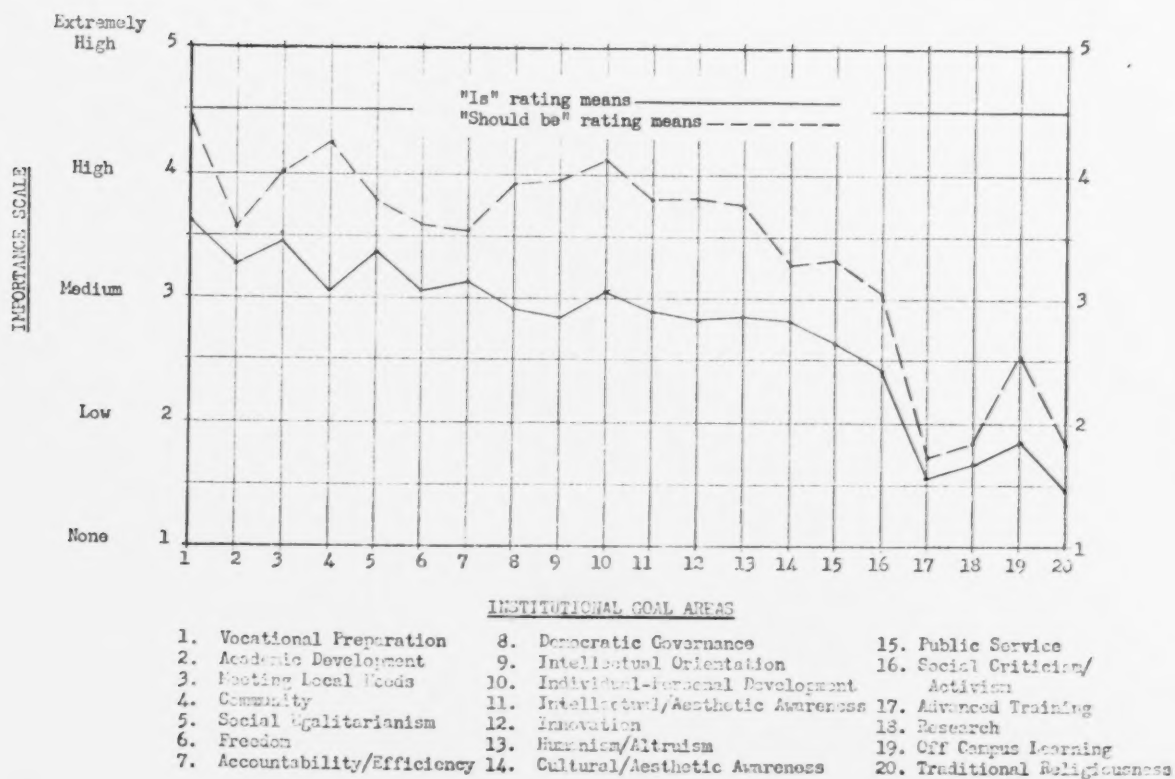


Figure 8. Comparison of IGI Goal Area "Is" vs. "Should Be" Rating Means:
LBCC Faculty Sub-population.

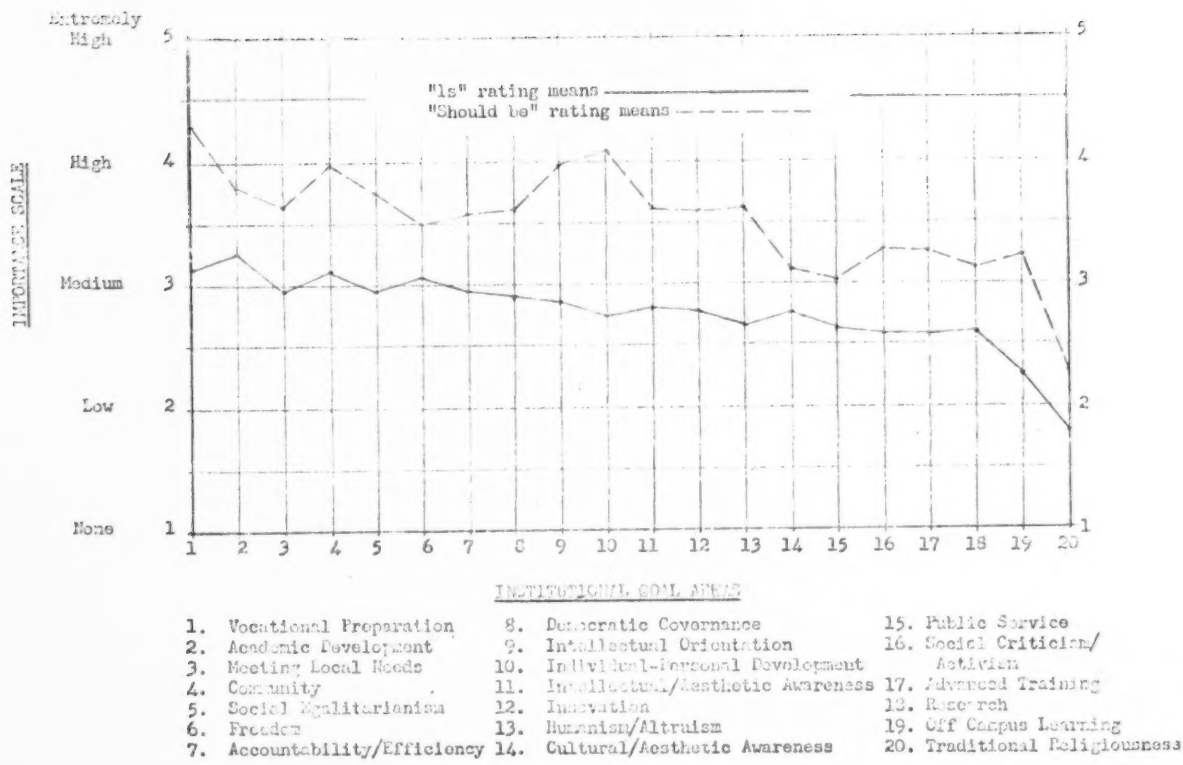


Figure 9. Comparison of IGI Goal Area "Is" vs. "Should Be" Rating Means: LBCC Student Sub-population.

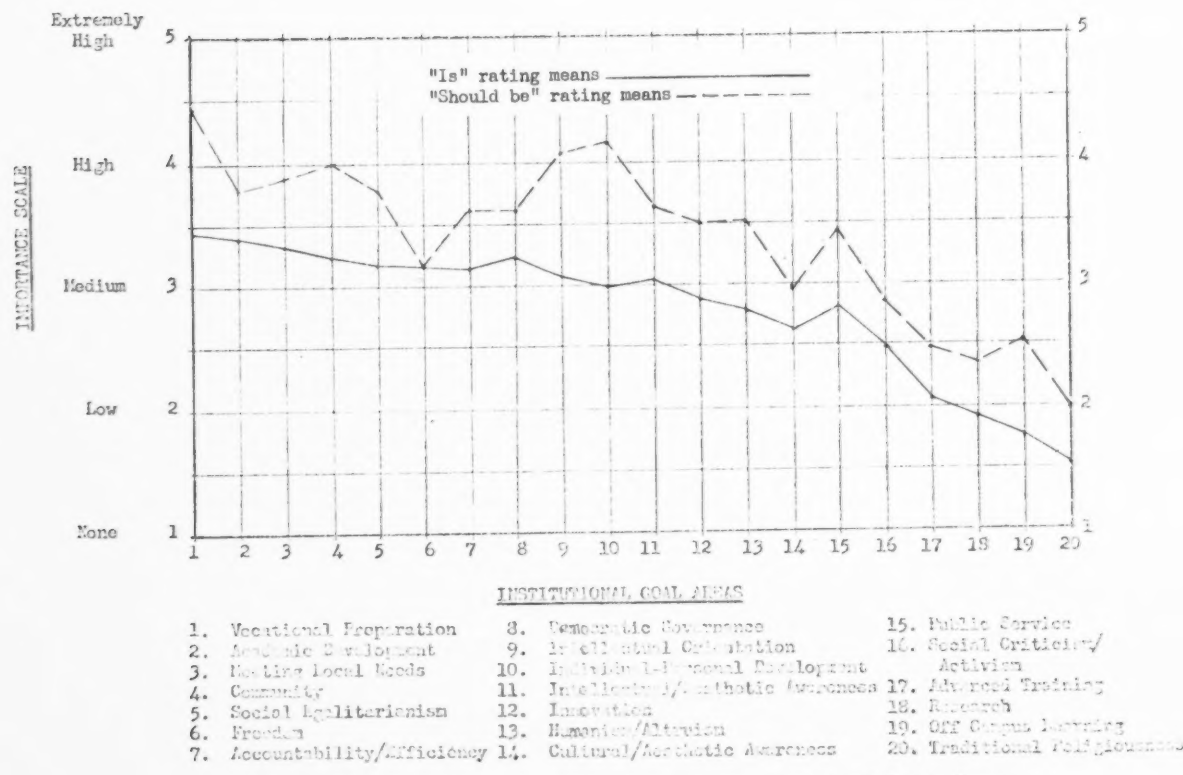


Figure 10. Comparison of IGI Goal Area "Is" vs. "Should Be" Rating Means: LBCC Community Sub-populations.

Table 9. Comparative Rankings of Miscellaneous IGI Goals: LBCC Sample Population and Statewide Sample.

A. Ranked position
B. Mean rating magnitude

Goal	LBCC (N=335)				68 Colleges (N=14,935)			
	"Is"		"Should be"		"Is"		"Should be"	
	A	B	A	B	A	B	A	B
Basic-Skills Competence	1	3.49	1	4.21	2	3.20	1	4.16
Academic Recognition	1	3.49	3	3.87	1	3.27	3	3.74
Intercollegiate Athletics	3	3.37	10	2.96	4	3.01	10	2.77
Extra-curricular Activities	4	3.36	6	3.43	5	2.90	7	3.41
Organized Institutional Planning	5	3.13	2	3.88	3	3.09	2	3.84
Evaluational Attitude	6	2.88	5	3.44	7	2.83	5	3.48
Institutional Planning (Community)	7	2.87	4	3.55	6	2.87	4	3.57
Communication	8	2.78	8	3.36	8	2.76	7	3.41
Consensus Institutional Goals	9	2.66	7	3.40	9	2.70	5	3.48
Institutional Autonomy	10	2.49	9	3.10	10	2.58	9	3.21

Table 10. Comparative Rankings of Miscellaneous IGI Goal "Is" Rating Means: LBCC Sub-populations and Total.

A. Ranked position
B. Mean rating magnitude

	Total		Faculty		Students				Community	
					Day		Evening			
	A	B	A	B	A	B	A	B	A	B
Basic Skills Competence	1	3.49	1	3.49	1	3.59	1	3.46	4	3.39
Academic Recognition	1	3.49	1	3.49	3	3.43	2	3.36	1	3.71
Intercollegiate Athletics	3	3.37	4	3.41	2	3.48	4	3.06	3	3.51
Extra Curricular Activities	4	3.36	3	3.48	4	3.26	3	3.16	2	3.60
Organized Institutional Planning	5	3.13	5	3.33	5	3.12	5	2.96	5	3.13
Evaluational Attitude	6	2.88	8	2.86	6	2.82	6	2.92	8	2.96
Institutional Planning (Community)	7	2.87	6	3.32	8	2.67	8	2.52	7	3.00
Communication	8	2.78	7	3.03	7	2.69	10	2.42	6	3.02
Consensus Institutional Goals	9	2.66	9	2.74	9	2.51	7	2.77	9	2.67
Institutional Autonomy	10	2.49	10	2.48	10	2.41	9	2.43	9	2.67

Table 11. Comparative Rankings of Miscellaneous IGI Goal "Should Be" Rating Means:
LBCC Sub-populations and Total.

A. Ranked position
B. Mean rating magnitude

	Total		Faculty		Students				Community	
	A	B	A	B	Day	Evening	A	B	A	B
Basic Skills Competence	1	4.21	1	4.40	1	3.94	1	4.17	1	4.42
Organized Institutional Planning	2	3.88	2	4.01	3	3.67	2	3.87	3	4.02
Academic Recognition	3	3.87	3	3.91	2	3.71	3	3.83	2	4.08
Institutional Planning (Community)	4	3.55	4	3.88	7	3.26	7	3.24	4	3.89
Evaluational Attitude	5	3.44	7	3.46	6	3.30	6	3.42	6	3.65
Extra Curricular Activities	6	3.43	8	3.41	4	3.46	4	3.45	7	3.41
Consensus Institutional Goals	7	3.40	6	3.49	5	3.40	5	3.44	8	3.24
Communication	8	3.36	5	3.68	8	3.14	9	3.00	5	3.70
Institutional Autonomy	9	3.10	9	3.14	10	2.96	8	3.16	9	3.16
Intercollegiate Athletics	10	2.96	10	2.77	8	3.14	10	2.88	10	3.05

Table 12. Discrepancies Between Mean "Is" and "Should Be" Ratings of the Miscellaneous
IGI Goals: LBCC Sub-populations.

Goal	Faculty	Students		Community
		Day	Evening	
Basic-Skills Competence	+ .91	+ .35	+ .71	+1.09
Academic Recognition	+ .42	+ .28	+ .47	+ .37
Intercollegiate Athletics	- .64	- .34	- .18	- .46
Extra-curricular Activities	- .07	+ .20	+ .29	- .19
Organized Institutional Planning	+ .68	+ .14	+ .91	+ .89
Evaluational Attitude	+ .60	+ .48	+ .50	+ .69
Institutional Planning (Community)	+ .56	+ .59	+ .72	+ .89
Communication	+ .65	+ .49	+ .58	+ .68
Consensus Institutional Goals	+ .75	+ .89	+ .67	+ .57
Institutional Autonomy	+ .66	+ .55	+ .73	+ .49

Table 13. Spearman Rank-Difference Correlation for "Is" Ratings and "Should Be" Ratings of the Ten Miscellaneous IGI Goals: Selected Populations.

Comparison Groups	"Is"	"Should Be"
<u>LBCC Sub-populations:</u>		
Faculty-Day Students	.906**	.730*
Faculty-Evening Students	.864**	.733*
Faculty-Community	.933**	.952**
Day - Evening Students	.879**	.949**
Day Students-Community	.852**	.743*
Evening Students-Community	.761*	.721*
LBCC - 68 Colleges	.948**	.970**

*p. <.05

**p. <.01

* ————— *

Table 14. Spearman Rank-Difference Correlation of "Is" vs. "Should Be" Ratings of the Ten Miscellaneous IGI Goals: Selected Populations

Population	"Is" vs. "Should Be"
LBCC Sample	.519
Statewide Sample	.588

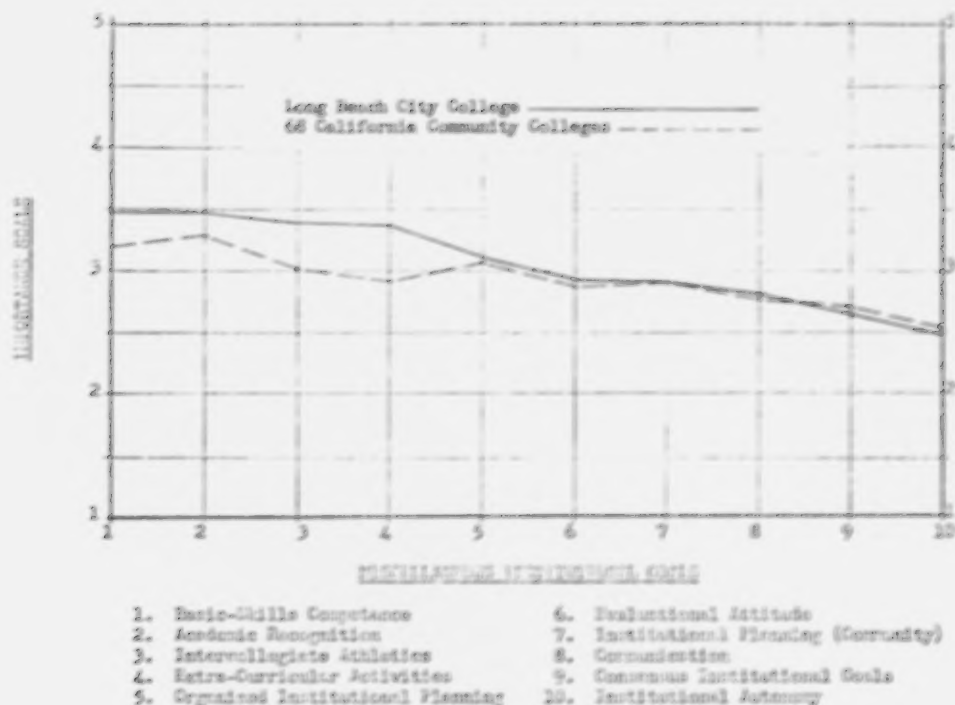


Figure 11. Comparison of the "Is" Rating Means for the Miscellaneous 101 Goals: Long Beach City College and 66 Community Colleges.

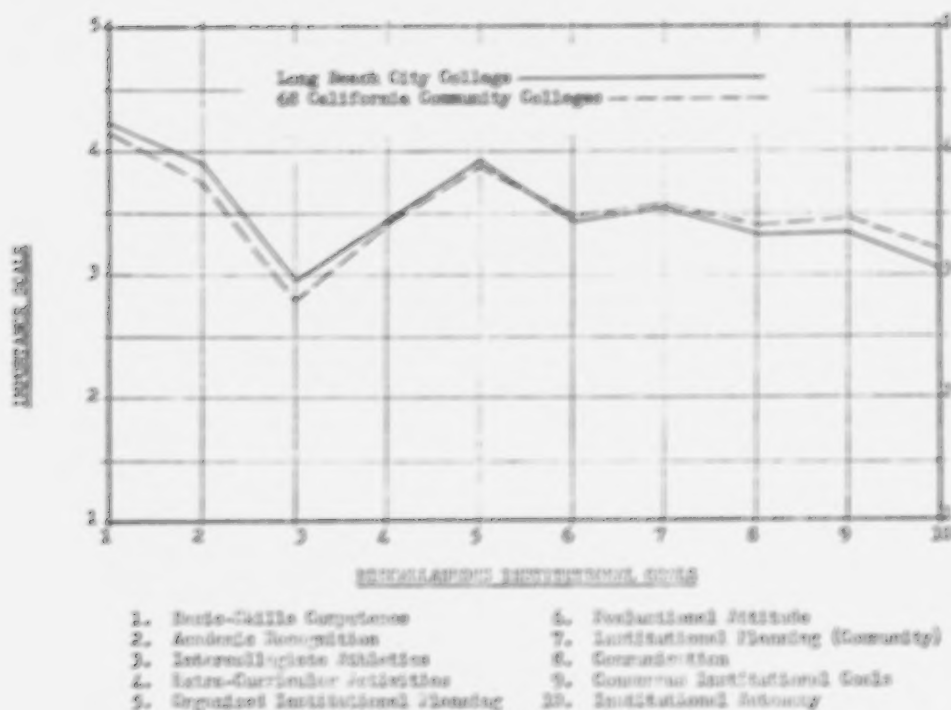
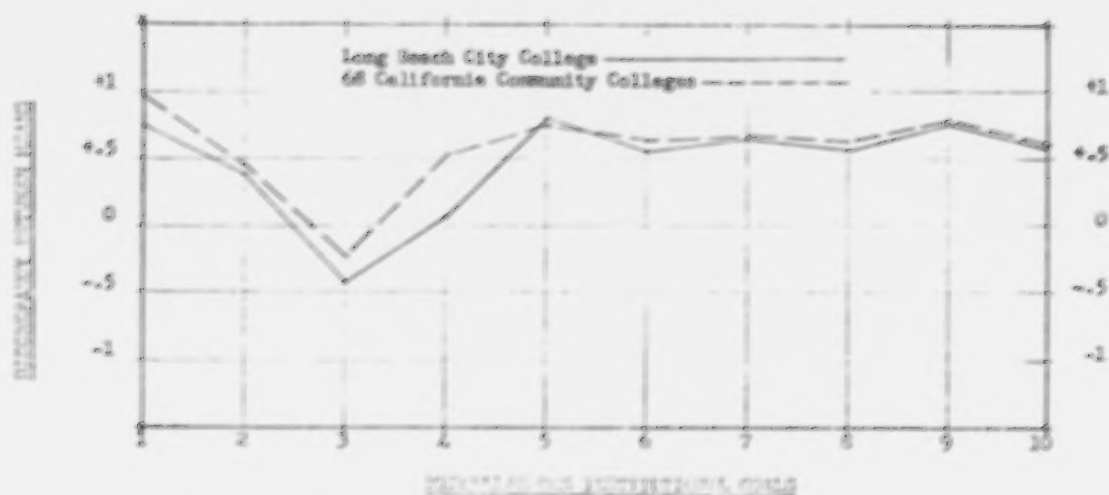
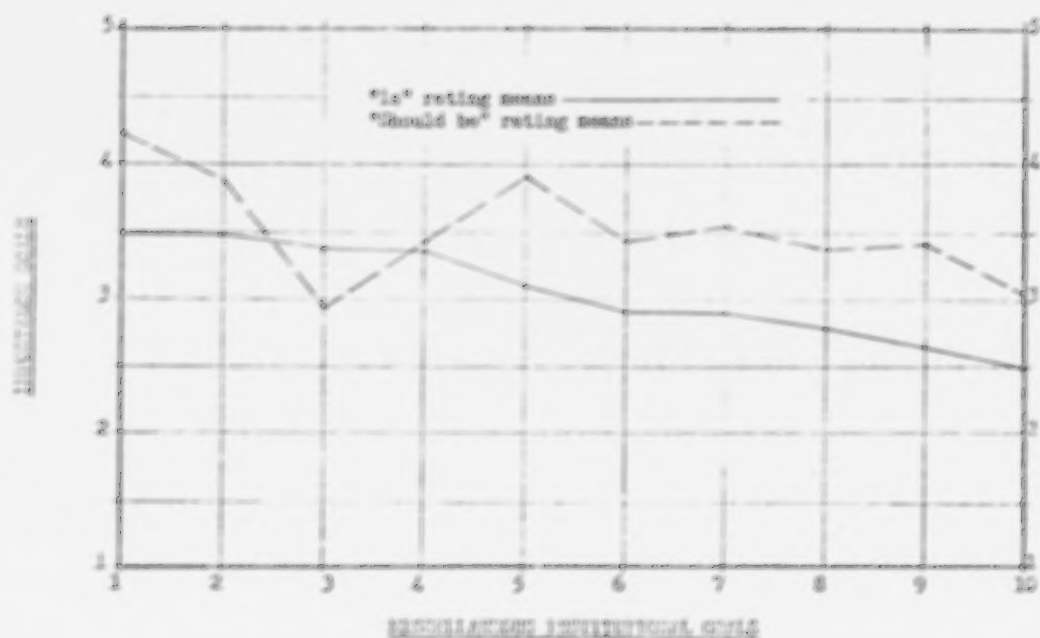


Figure 12. Comparison of the "Should Be" Rating Means for the Miscellaneous 101 Goals: Long Beach City College and 66 Community Colleges.



- | | |
|-------------------------------------|---------------------------------------|
| 1. Basic-Skills Competence | 6. Evaluational Attitude |
| 2. Academic Recognition | 7. Institutional Planning (Community) |
| 3. Intercollegiate Athletics | 8. Communication |
| 4. Extra-Curricular Activities | 9. Community Institutional Goals |
| 5. Organized Institutional Planning | 10. Institutional Autonomy |

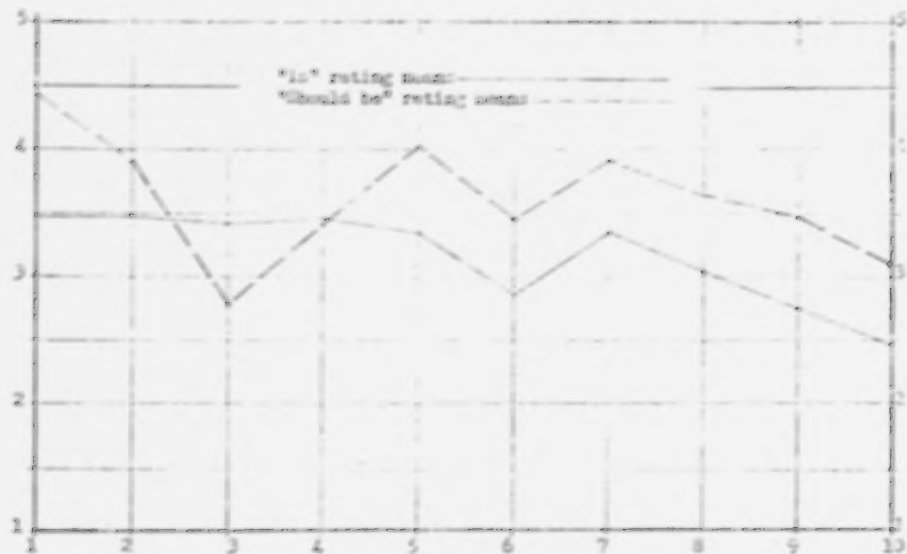
Figure 13. Comparison of the Discrepancy Between "Is" and "Should Be" Means for the Miscellaneous IGI Goals: Long Beach City College and 68 Community Colleges



- | | |
|-------------------------------------|---------------------------------------|
| 1. Basic-Skills Competence | 6. Evaluational Attitude |
| 2. Academic Recognition | 7. Institutional Planning (Community) |
| 3. Intercollegiate Athletics | 8. Communication |
| 4. Extra-Curricular Activities | 9. Community Institutional Goals |
| 5. Organized Institutional Planning | 10. Institutional Autonomy |

Figure 14. Comparison of the "Is" vs. "Should Be" Ratings Means for The Miscellaneous IGI Goals: LACC Sample Population.

INSTITUTIONAL GOALS

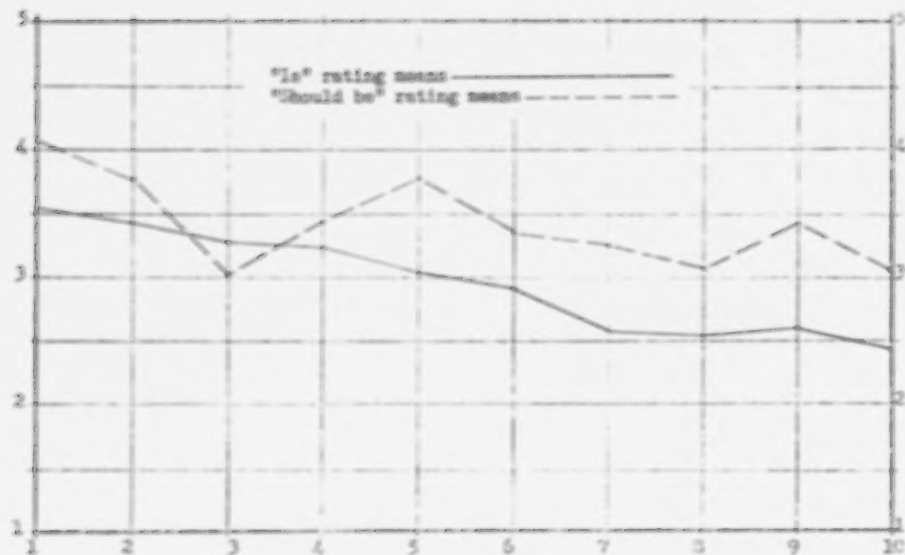


MISCELLANEOUS INSTITUTIONAL GOALS

- | | |
|-------------------------------------|---------------------------------------|
| 1. Basic-Skills Competence | 6. Evaluational Attitude |
| 2. Academic Recognition | 7. Institutional Planning (Community) |
| 3. Intercollegiate Athletics | 8. Communication |
| 4. Extra-Curricular Activities | 9. Commonness Institutional Goals |
| 5. Organized Institutional Planning | 10. Institutional Autonomy |

Figure 15. Comparison of the "Is" vs. "Should Be" Rating Means
For the Miscellaneous IGI Goals: LROC Faculty
Sub-population.

INSTITUTIONAL GOALS



MISCELLANEOUS INSTITUTIONAL GOALS

- | | |
|-------------------------------------|---------------------------------------|
| 1. Basic-Skills Competence | 6. Evaluational Attitude |
| 2. Academic Recognition | 7. Institutional Planning (Community) |
| 3. Intercollegiate Athletics | 8. Communication |
| 4. Extra-Curricular Activities | 9. Commonness Institutional Goals |
| 5. Organized Institutional Planning | 10. Institutional Autonomy |

Figure 16. Comparison of the "Is" vs. "Should Be" Rating Means
For the Miscellaneous IGI Goals: LROC Student
Sub-population.

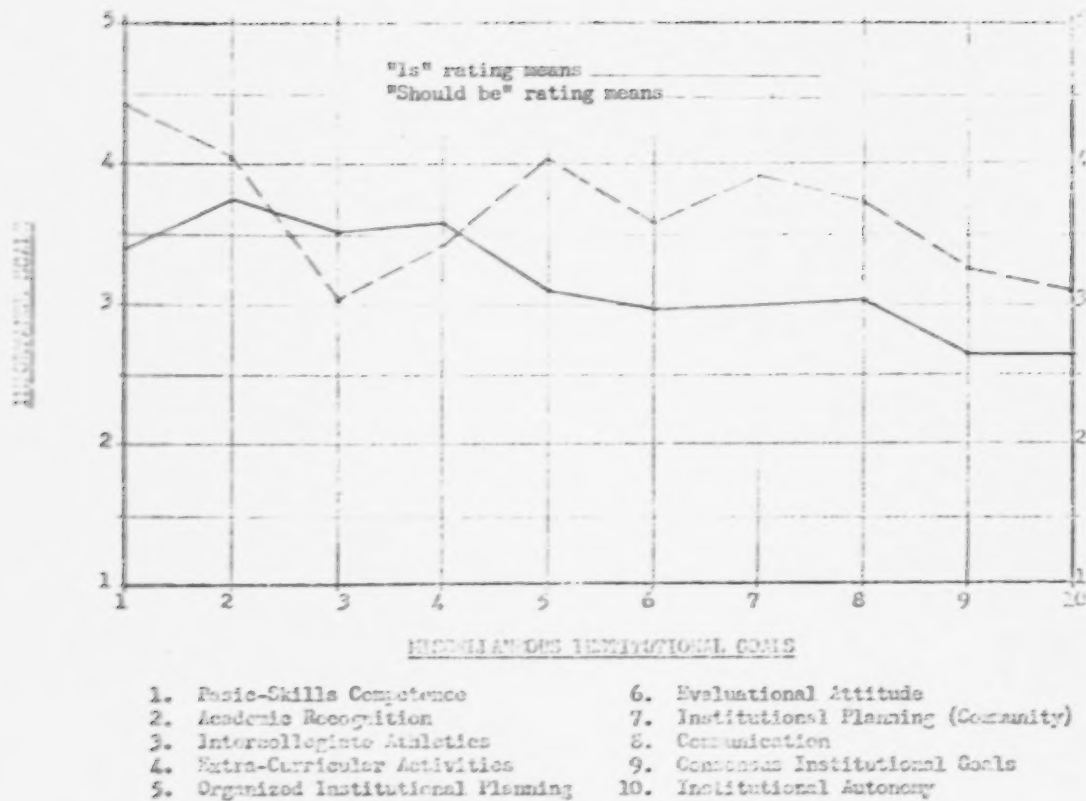


Figure 17. Comparison of the "Is" vs. "Should Be" Rating Means
For the Miscellaneous IGI Goals: LBCC Community
Sub-population.

Appendix A. Institutional Goals Inventory Goal Statements.

Each statement asks for responses on two five point importance scales:

1. of no importance or not applicable
2. of low importance
3. of medium importance
4. of high importance
5. of extremely high importance

One scale asks, "How important is the goal at this institution at the present time?" The second scale asks, "In your judgment, how important should the goal be at this institution?"

Statements

1. to help students acquire depth of knowledge in at least one academic discipline...
2. to train students in methods of scholarly inquiry, scientific research, and/or problem definition and solution...
3. to help students identify their own personal goals and develop means of achieving them...
4. to ensure that students acquire a basic knowledge in the humanities, social science, and natural sciences...
5. to increase the desire and ability of students to undertake self-directed learning...
6. to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...
7. to develop students' ability to synthesize knowledge from a variety of sources...
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events...
9. to hold students throughout the institution to high standards of intellectual performance...
10. to instill in students a life-long commitment to learning...
11. to help students achieve deeper levels of self-understanding...
12. to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...
13. to help students to be open, honest, and trusting in their relationships with others...
14. to encourage students to become conscious of the important moral issues of our time...
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression...
16. to educate students in a particular religious heritage...
17. to help students understand and respect people from diverse backgrounds and cultures...
18. to require students to complete some course work in the humanities or arts...
19. to help students become aware of the potentialities of a full-time religious vocation...
20. to encourage students to become committed to working for world peace...

Appendix A (cont'd)

21. to encourage students to express themselves artistically, e.g., in music, painting, film-making...
22. to develop students' ability to understand and defend a theological position...
23. to encourage students to make concern about the welfare of all mankind a central part of their lives...
24. to acquaint students with forms of artistic or literary expression in non-Western countries...
25. to help students develop a dedication to serving God in every-day life...
26. to provide opportunities for students to receive training for specific occupational careers, e.g., accounting, engineering, nursing...
27. to develop what would generally be regarded as a strong and comprehensive graduate school...
28. to perform contract research for government, business, or industry...
29. to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...
30. to develop educational programs geared to new and emerging career fields...
31. to provide training in one or more of the traditional professions, e.g., law, medicine, architecture...
32. to offer graduate programs in such "newer" professions as engineering, education, and social work...
33. to serve as a cultural center in the community served by the campus...
34. to conduct basic research in the natural sciences...
35. to conduct basic research in the social sciences...
36. to provide retraining opportunities for individuals whose job skills have become out of date...
37. to contribute, through research, to the general advancement of knowledge....
38. to assist students in deciding upon a vocational career...
39. to provide trained manpower for local-area business, industry, and government...
40. to facilitate involvement of students in neighborhood and community-service activities...
41. to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...
42. to provide educational experiences relevant to the evolving interests of women in America...
43. to provide critical evaluation of prevailing practices and values in American society...
44. to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...
45. to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...
46. to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective...
47. to work with governmental agencies in designing new social and environmental programs...
48. to offer developmental or remedial programs in basic skills (reading, writing, mathematics)...
49. to help students learn how to bring about change in American society...
50. to focus resources of the institution on the solution of major social and environmental problems...
51. to be responsive to regional and national priorities when considering new educational programs for the institution...
52. to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...

Appendix A (cont'd)

53. to be engaged, as an institution, in working for basic changes in American society...
54. to ensure that students are not prevented from hearing speakers presenting controversial points of view...
55. to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution...
56. to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...
57. to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...
58. to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...
59. to maintain a climate in which communication throughout the organizational structure is open and candid...
60. to place no restrictions on off-campus political activities by faculty or students...
61. to decentralize decision making on the campus to the greatest extent possible...
62. to maintain a campus climate in which differences of opinion can be aired openly and amicably...
63. to protect the right of faculty members to present unpopular or controversial ideas in the classroom...
64. to assure individuals the opportunity to participate or be represented in making any decisions that affect them...
65. to maintain a climate of mutual trust and respect among students, faculty, and administrators...
66. to create a campus climate in which students spend much of their free time in intellectual and cultural activities...
67. to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life...
68. to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc...
69. to create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests...
70. to experiment with different methods of evaluating and grading student performance...
71. to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...
72. to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...
73. to sponsor each year a rich program of cultural events--lectures, concerts, art exhibits, and the like...
74. to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...
75. to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work...
76. to create an institution known widely as an intellectually exciting and stimulating place...
77. to create procedures by which curricular or instructional innovations may be readily initiated...
78. to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on-or off-campus, necessary)...

Appendix A (cont'd)

79. to apply cost criteria in deciding among alternative academic and non-academic programs...
80. to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...
81. to regularly provide evidence that the institution is actually achieving its stated goals...
82. to carry on a broad and vigorous program of extracurricular activities and events for students...
83. to be concerned about the efficiency with which college operations are conducted...
84. to be organized for continuous short-, medium-, and long-range planning for the total institution...
85. to include local citizens in planning college programs that will affect the local community...
86. to excel in intercollegiate athletic competition...
87. to be accountable to funding sources for the effectiveness of college programs...
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...
90. to achieve consensus among people on the campus about the goals of the institution...